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Faculty Handbook Section III - Arts and Sciences and College of Professional Studies Policies and Procedures - Updated 1/9/2012

All Faculty
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**FACULTY OF THE COLLEGE OF ARTS & SCIENCES
SECTION III-POLICIES & PROCEDURES**

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A. ADMINISTRATION OF THE COLLEGE OF ARTS AND SCIENCES

DEAN OF STUDENT AFFAIRS

The Dean of Students is responsible for student academic development and student services in the undergraduate College. The Dean of Student Affairs oversees the Office of Student Involvement and Leadership, Counseling and Psychological Services, Community Standards and Responsibility, Residential Life, Career Services, Office of Multicultural Affairs, and Health Services. The structure of the office is based on the belief that the academic and non-academic lives of students are inextricably linked. The office sees the creation of an environment conducive to learning as its central goal.

Central student files are maintained to facilitate coordinated work with individual students.

DEAN OF THE FACULTY

The Dean of the Faculty is responsible for the curriculum and faculty of the Arts and Sciences. Academic department heads work with the Dean on matters related to educational programs, faculty assignments, and academic budgets.

The Office of the Dean of the Faculty facilitates and monitors faculty recruitment, evaluation, and compensation. Professional development programs administered by this office include sabbaticals, leaves of absence, development grants, faculty exchanges, and travel to professional meetings.

The Dean of the Faculty is responsible for student academic probation and dismissal. Under the Dean of the Faculty the Director of First Year Programs oversees orientation, and the Academic Enhancement Coordinator in the TPJ Student Resource Center oversees transfer students.

The Dean of the Faculty works closely with the academic departments, appropriate faculty committees, and the Office of Student Records in making decisions concerning course schedules, course offerings, majors and minors, self-designed majors, independent studies and internships, interdisciplinary courses, and experimental courses.

The chairs of academic departments, coordinators of academic programs, directors of academic support services, the Student Records, the Director of the Thomas P. Johnson Resource Center, the Director of Community Engagement, report to the Dean of the Faculty.

DEAN OF ADMISSION & ENROLLMENT

The Dean is responsible for College admissions functions and oversight of student financial planning. The Dean of Admissions and the admissions staff are engaged in promoting the College to prospective students through recruitment travel, receptions, on-campus programs, individual interview sessions, and the development of recruitment materials.

DIRECTOR OF FIRST YEAR PROGRAMS

The Director is responsible for identifying obstacles and constraints to first year student success, for assisting in the integration of the co-curricular program with the RCC (Rollins College Conference) seminar, and for advising appropriate staff and administrators of the needs of first years. The Director is also the principal spokesperson for first year student concerns and communicates regularly with first years, parents, and others concerning academic and co-curricular issues of first year students. The Director reports to the Dean of the Faculty.

CORNELL JUNIOR FACULTY TEACHING RELEASE PROGRAM

The Cornell Junior Faculty Teaching Release Program is designed to offer tenure-track faculty an opportunity to focus on scholarly, creative, and/or professional activities at a critical time during their pre-tenure years. Candidates are eligible for the program when they have successfully completed mid-course review.

The program releases junior faculty from teaching two courses during the academic year after their mid-tenure review. The course releases may occur either in one term or distributed over two terms. Or, with departmental and Dean's approval, candidates may teach a 4/0 load and thus have a semester without teaching duties.

As the intent of this program is not to create a junior sabbatical, the candidate is expected to continue with on-going service such as advising, committee work, or other departmental obligations. However, as the focus of this release time is a candidate's professional and scholarly development, the department is expected to help protect the candidate's time against unreasonable demands.

Implementation Process

Both the tenure candidate and his/her department chair share responsibility for actualizing a workable course-release plan. The following procedure provides guidelines for this process:

1. Candidate and department chair receive notification from the Dean of Faculty indicating successful completion of mid-course review.
2. Candidate and chair meet to discuss possible implementation strategies for the course releases. Topics to be resolved include specific courses, terms, student needs, departmental duties, etc.
3. Chair submits letter to the Dean indicating strategy to cover course releases accompanied by the candidate's brief description of his/her action plan for the release time (maximum of three pages).
4. Dean approves department's staffing plan.
5. Chair initiates necessary scheduling and staffing adjustments, searches and reallocations.
6. Candidate takes course release as per action plan.
7. Candidate addresses the outcome of course-release activity in his/her tenure evaluation file.

DEPARTMENT CHAIRS

Appointments

The appointment of department chairs is made by the Dean of the Faculty after consultation with the faculty members of the respective departments. The Dean issues letters of appointment and confirmation of reappointment annually, normally in late spring. The standard term of appointment is twelve months, coinciding with the fiscal year. As compensation, department chairs may choose to receive annually either:

- a four-semester-hour reduction in the normal teaching load, or
- a salary supplement based on the following formula: \$2,000 plus \$100 for each full-time employee over the base number of five in his/her department.

A full time employee is defined as one of the following: regular faculty, Lecturer, technical staff, secretary, or administrative staff.

Responsibilities and Authority of Department Chairs

Chairing an academic department is an administrative responsibility requiring faculty leadership. A department chair reports both to his or her faculty colleagues and to the Dean. The chief task is the development and maintenance of a coherent and effective curriculum, reflecting both the traditional approaches and contemporary developments in the field of study. In addition, a department chair is responsible for (and has authority commensurate with) the competent and efficient conduct of, and leadership in, the following departmental affairs:

1. Submitting and supervising departmental budgets and administering expenditures of departmental funds as required and where appropriate.
2. Recommending equipment and supplies for purchase, projecting space and equipment needs for the department, and exercising general responsibility for departmental facilities and equipment.
3. Preparing descriptions of majors and courses and other departmentally-related copy for College publications, such as catalogues and promotional brochures.
4. Recommending major and minor requirements to the appropriate faculty committee, and determining departmental course offerings, class meeting schedules and special programs, after consultation with faculty and in accordance with guidelines issued by the Dean; approving course offerings, class schedules, special course descriptions and staffing for departmentally-related courses in the Hamilton Holt School, after consultation with faculty.
5. Encouraging faculty research, writing, and creative activity.
6. Encouraging effective classroom teaching, including the application of both innovative and conventional teaching techniques.
7. Evaluating non-tenured and tenured full-time faculty, lecturers, and adjunct faculty, based on consultation throughout the year, through duly appointed evaluation committees which operate according to prescribed procedures and guidelines.
8. Recommending to the Dean of the Faculty tenure, promotion, and increases in salary, in accordance with the guidelines, procedures, and vehicles set forth in the *Handbook*.
9. Conducting regular and special departmental meetings as may be required, consistent with democratic procedures, sound management, and the academic responsibility and freedom of the members of the department.
10. Supervising and training student assistants, and administering student assistants' programs (where appropriate); submitting requests for student

assistants; supervising and training office personnel and departmentally related staff.

11. Advising the officers of administration of the College, heads of other departments, heads or Directors of other administrative units of the College, and members of standing and special committees, as needed or requested.
12. Assisting with the active recruitment of students and with the identification of scholarship recipients, as arranged by the Dean of Enrollment Management.
13. Encouraging, aiding, or writing, when requested or needed, research proposals, grant proposals, and other requests for sponsorship generated within the department; approving such proposals before submission to the Dean of the Faculty.
14. Arranging for departmental approval of independent studies, including tutorials, research projects, and internships.
15. Establishing and supervising the program of academic advisement for majors and minors in that department; encouraging alert and effective academic advisement; disseminating information to students about opportunities for graduate study, foreign study, fellowships and job opportunities; approving the use of transfer credit to satisfy departmental requirements.
16. Encouraging a stimulating intellectual climate for students and faculty in the discipline through such programs as lectures, clubs, attendance at professional meetings and conferences, special colloquia and seminars, and presentations of research work.
17. Providing advisory assistance in staffing interdisciplinary courses, area studies programs, and new curricular offerings.
18. Determining departmental library needs and consulting with the Director of Libraries on allocation policies, book orders, and the development of special libraries; determining departmental computer needs and consulting with the Director of Computer Services regarding hardware and software needs and the training of the staff.
19. Assisting in the staffing of the department: coordinating the activities of searches, including requesting positions, developing position descriptions and advertisements, screening applicants, corresponding with candidates, selecting invited candidates, scheduling interviews, and nominating candidates to the Dean of the Faculty, all in compliance with equal opportunity guidelines and the personnel policies of the College.

20. Determining, upon request, allocation of special funds made available to the department for distribution to faculty and students (e.g. grant funds).
21. Assisting the Assistant Vice President for Alumni Programs in identifying distinguished graduates.
22. Maintaining open communications within the department about its affairs, especially concerning such sensitive matters as teaching loads and faculty evaluation, disseminating information to department members regarding special professional opportunities, and administrative decisions and policy changes.
23. Carrying out assessment activities and periodic review of the department for accreditation and other purposes as required.

Evaluation of Department Chairs

Department chairs are evaluated by the Dean of the Faculty, using departmental evaluations, those of other faculty and department chairs, and independent judgment. Evaluation as chair is a process independent from faculty evaluation and conclusions in one area need not affect conclusions in the other.

Evaluation is conducted according to the following criteria:

1. Performance of administrative duties normally assumed and assigned, including those listed above.
2. Skill in promoting effective teaching and advising within the department, sound curricula for majors and minors, and new programs which lead to increased academic strength.
3. Ability to function constructively in an administrative capacity with faculty in the department, with the officers of administration, with other department and division chairs, and with other institutional departments when required.

Removal of Departmental Chairs

The chair of a department may be removed for cause when such action is in the best interest of the College and the department. Such action is initiated by the Dean of the Faculty after consultation with appropriate faculty or by the President of the College. Faculty within a department may petition the Dean of the Faculty for the removal of a department chair. The normal appellate channels and procedures apply, and the Dean must ensure due process in such decisions.

PROGRAM COORDINATORS

Appointments

The appointment of program coordinators is made by the Dean of the Faculty after consultation with faculty members of the respective departments. The Dean issues letters of appointment and confirmation of reappointment annually, normally in the late spring. The term of the appointment is determined by the needs of the program. Compensation for program coordinators is normally \$1,000.

Responsibilities and Authority of Program Coordinators

Chairing an academic program is an administrative responsibility requiring faculty leadership. A coordinator reports to faculty colleagues and to the Dean. The chief task is the development and maintenance of a coherent and effective curriculum which reflects both traditional approaches and contemporary developments in the field of study.

For a complete description of the responsibilities of a coordinator, please refer to the list of responsibilities assigned to department chairs.

DIVISIONS OF THE COLLEGE

Organization of the faculty of Arts and Sciences, as described in the bylaws, is along two lines: one administrative/academic, the other legislative.

For the convenience of coordinating academic offerings in related fields and of nominating faculty to committee membership, academic departments are grouped into four divisions as shown:

- | | |
|----------------------------------|--|
| Humanities Division: | English, Modern Languages and Literatures, Philosophy and Religion |
| Expressive Arts Division: | Art and Art History, Music, Theatre Arts and Dance, Physical Education, and Library Science |
| Social Science Division: | Anthropology, Communication, Economics, Education, History, International Business, Political Science, Psychology, and Sociology. The Social Science Division also includes the faculty teaching in the graduate programs in Counseling and Education. |
| Science and Mathematics: | Biology, Chemistry, Environmental Studies, Mathematics and Computer Science, and Physics. |

Division chairs, elected by the faculty of each division, are responsible for consulting the department chairs and faculty of their divisions in order to receive suggestions, criticism, and pertinent information concerning proposed changes in educational programs and policies. Divisions may develop their own guidelines and procedures for the selection and activities of division chairs, consistent with the bylaws and this *Handbook*.

Hamilton Holt School

The Rollins College Hamilton Holt School offers late afternoon and evening courses toward the degrees of Bachelor of Arts (B.A.) and the graduate programs of Master of Liberal Studies (M.L.S.), Master of Human Resources (M.H.R.), Master of Arts in Counseling (M.A.), Master of Education (M.Ed.), and Master of Arts in Teaching (M.A.T.) The Hamilton Holt School is administered by the Dean of the Hamilton Holt School who reports to the Provost.

The Hamilton Holt School is a member of the Association for Continuing Higher Education. For additional information about policies and procedures in the Hamilton Holt School consult the Hamilton Holt School Guidelines for Faculty. Faculty who wish to teach in the Hamilton Holt School should consult with the department chair, the Dean of the Faculty, and the Dean of the Hamilton Holt School. The Dean of the Hamilton Holt School is responsible for appointing faculty to teach in programs for the Hamilton Holt School.

B. ARTS AND SCIENCES ACADEMIC POLICIES

INTRODUCTION

The following policies and procedures, established by standing committees of the College, describe the basic obligations and responsibilities of faculty, students and administrators at Rollins with respect to the traditional undergraduate programs of the College. For information on curriculum, degree requirements, general education requirements and advising, please consult the *Rollins Catalogue*.

ACADEMIC INTEGRITY

The students and faculty of Rollins affirm the inherent value and social utility of truthfulness and respect for the rights of other individuals as well as the rights of the community.

The students and faculty particularly affirm the value of academic honesty and accept the responsibility to present as the result of their work only that which is genuinely theirs. Rollins students and faculty shall neither commit nor tolerate cheating, plagiarism, or any other form of academic dishonesty. Academic dishonesty is defined as representing another's work as one's own, active complicity in such falsification, or violation of test conditions. Plagiarism is stealing and using the ideas or writings of another as one's own. (See the Academic Honor Code for specific violations and their definitions.)

In all cases of suspected academic dishonesty, the College follows the procedures outlined in the Academic Honor Code passed by the faculty in Spring, 2006.

Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. All students, faculty, and staff are required to report violations in writing to the Academic Honor Council for disposition. Referrals will be made through the Dean of the Faculty's office.

1. If a faculty member has a reason to believe that a violation of the Academic Honor Code has occurred, he/she may have an initial meeting with the student to determine if a violation has occurred. If the faculty member believes that a violation has occurred he/she is required to report it. This initial meeting is to clarify if a violation has occurred and not to determine if a known violation is to be reported.
2. If a student has reason to believe that a violation of academic integrity has occurred, he/she is required to report it to the Academic Honor Council. The student that has witnessed a violation can, but it not required to, encourage the student suspected of the violation to self-report. If the student refuses to self-report, then the student that witnessed the violation must report it to the Academic Honor Council.
3. Staff members that believe they have witnessed a violation must refer the case to the Honor Council for disposition.

Complaints must be made in writing and filed through the Office of the Dean of the Faculty. These complaints are then forwarded to the Academic Honor Council. Allegations must be submitted in writing within ten days of the discovery of the alleged violation. Complaints against graduating seniors must be submitted by the date senior grades are due to allow time for an investigation before graduation. The complaint should indicate all relevant details, including names of witnesses and must be signed. Submissions may also be made online.

ACADEMIC WARNING, PROBATION, SUSPENSION, AND DISMISSAL

Academic Standing

All students must maintain a cumulative Grade Point Average of at least 2.00 and a single term Grade Point Average of at least 2.00 to be in good academic standing.

Academic Warning, Probation, Suspension, and Dismissal

Students who fail to meet minimum academic standards at the end of any term are placed on academic warning or probation, academic suspension, or are dismissed permanently from the College. Students on academic warning or probation are required to enroll in a minimum academic load of sixteen (16) semester hours (except when waived by academic appeal), and may not normally withdraw from a course nor take a course on a credit/no-credit basis.

Minimum Academic Standards

Students who maintain a cumulative Grade Point Average (GPA) of at least 2.00, but whose previous term GPA falls below 2.00 but above 1.25, will be placed on Academic

Warning. Any student whose cumulative Grade Point Average (GPA) falls below 2.00, or whose previous term GPA falls at or below 1.25, will be placed on probation.

A student with	Cum below 2.0	Cum above 2.0
Term below 1.25	probation	probation
Term above 2.0	probation	good standing
Term between 1.25 and 2.0	probation	warning

Students placed on probation will be asked to adhere to the General Requirements for Probation. Probationary students must first write a letter to the Dean of the Faculty, in which they should "articulate both insight into the factors which led to the poor performance and a realistic plan to improve academic performance and return to good academic standing." They must then complete a Contract for Academic Success that specifies an individualized plan for returning to good academic standing and an agreement to abide by all probationary regulations, including enrollment in a specialized course focused on academic success. Failure to follow the terms of the Contract will result in a student's immediate dismissal, even during the course of the term in progress.

Students who fall within any of the following categories will be academically dismissed from the College.

- Those who have been on probation and do not meet the minimum academic standards the following term.
- Those on probation who fail to follow the guidelines of the Contract for Academic Success.

An exception is made for first-year students. First-year students will be academically suspended from the College after their first semester if their GPA falls below 1.25. If these students would like to be considered for continuation for a second semester, they should appeal their academic suspension. If their appeal is accepted and they are continued in the Spring, these students will be required to meet a second semester GPA designated by the Academic Appeals Committee in order to enroll the following Fall.

Students who are academically suspended from the College are not permitted to continue in any Rollins College programs, including the Hamilton Holt School. **No academic credit earned during a suspension will be transferable back to Rollins.**

Students who have been academically suspended a first time may petition for readmission by writing a letter to the Academic Appeals Committee of the Office of the Dean of the Faculty after one (1) calendar year has elapsed. To be considered for readmission from academic suspension, students must demonstrate readiness to return and improved commitment to scholarship.

Students who are academically suspended a second time are dismissed permanently from the College and may not subsequently enroll in any program.

ACADEMIC WARNING SYSTEM

Faculty complete academic warning forms for students who are performing at unsatisfactory levels in their courses during weeks four (4) to twelve (12) of each term. Unsatisfactory academic performance includes poor attendance, lack of participation, failure to complete assignments on time, poor test and quiz grades, poor quality of written work, studio work, or laboratory work, or an estimated grade of 'C-' or lower in the course. The withdrawal without penalty deadline occurs in the tenth week of each semester; students may exercise their one-time late CR/NC option through 5 p.m. on the last day of classes each term.

Academic warnings are sent via campus e-mail to the student, faculty advisor, and professional advisors in the Thomas P. Johnson Student Resource Center. Students receiving warnings are directed to meet with the professor of the course, as well as their faculty advisor, to discuss issues of concern, strategies for improvement, and other options including withdrawal from courses or exercise of the late Credit/No Credit (CR/NC) option. In addition to these interventions, the Academic Advising Services staff also contacts students when they have been referred to the Tutoring and/or the Writing Center, or if they are deemed academically “at risk” for other reasons (multiple academic warnings, students with learning disabilities, and those on academic probation).

ADVISING

Academic advising is an important aspect of each faculty member's service to the College. Beginning in the second year of teaching at Rollins, all full time faculty teaching credit-bearing courses participate in the academic advising program on a regular basis. Other members of the faculty (e.g. library faculty and College administrators) may be asked to advise students as well. Good advising requires an understanding of the Rollins curriculum and support services, familiarity with appropriate graduate programs and reasonable availability for consultation with advisees. The College catalogue details necessary information about the academic program, College policies, and requirements in each major area.

All first-year students are assigned a faculty academic adviser and a student peer adviser by a team of selected faculty and administrators. This adviser teaches their RCC course. Transfer students are assigned faculty advisers. Whenever possible, students are assigned to advisers in their expressed area of academic interest. Department chairs assign advisees in the major to faculty with reasonable regard for equity in numbers. Students choose a major and arrange to become the advisee of a faculty member in the major department or program no later than the end of their sophomore year. The student is responsible for informing the Office of Student Records of any change in adviser by submitting a form signed by the new adviser. The form is sent to the first adviser who then forwards all records to the new adviser.

CLASS ATTENDANCE

It is the responsibility of the faculty to publish attendance policies for their courses in the

course syllabus. If a distinction is made between "excused" absences and "unexcused" absences, it must be conveyed in the attendance policy. At the instructor's discretion, a student's grade may be lowered for failure to comply with the attendance policy.

Exceptions exist for absences owing to religious observances and college business. If a student misses a class because of either situation, then the student must confer with his or her professor as to how and when the make-up work will be done, which includes the possibility of turning work in early. Absences will be addressed by the faculty member in accordance with his or her attendance policy. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the competencies of the course. The student's class participation grade in the course, though, may be affected.

--In regard to absences due to religious observances, a student must communicate any attendance conflicts to his or her professor before the end of the official add/drop period.

--In regard to absences due to college business, a student must present to his or her professor written evidence of an upcoming absence as soon as he or she is aware of the conflict.

It is the student's responsibility to discuss with his or her professor how and when makeup work should be completed before missing class.

If the student feels he or she must be absent from class for any other reason, it is the student's responsibility to confer with the faculty member to determine whether the absence is to be considered "excused" or "unexcused" as defined by the attendance policies. The Office of the Dean of Student Affairs will communicate when a student must be absent from campus for hospitalization, family emergencies, or similar contingencies. Students will be responsible for all work missed.

[Attendance Policy passed by the A&S Faculty (10/29/11)- Effective Spring 2012 - Posted 11/30/11]

COURSE REGISTRATION AND WITHDRAWAL

Each academic department and program submits to the Office of Student Records and to the Dean of the Faculty its proposed course schedules for each term. The schedules must balance requirements and electives, courses for majors and non-majors, upper-level and lower-level courses and the time and day of courses. Proposals to offer courses cross-listed between departments must be endorsed by the chairs of both departments. Proposals to offer courses cross-listed between Arts and Sciences and another program must be approved by the Dean of the Faculty and the Dean or Director of the other program. Faculty may access course rosters through FoxLink from completion of student pre-registration through the close of the grading period for each term. Electronic course rosters are 'live' to the College's administrative software system for current, official, course registration status. Faculty are required to notify the Office of Student Records of any corrections to their course rosters by not later than the end of the schedule change

(add-drop) period. Faculty post all final, official grades to these FoxLink course rosters by published deadlines at the conclusion of each academic term.

Any student who fails to attend the first class meeting of the term may be replaced by another student. Students may add and drop during the first week of class in the fall and spring terms and may continue to drop courses through the second week without a notation appearing on the transcript. With the approval of the adviser, students may withdraw from a course through Friday of the week following mid-term with a "W" recorded on the transcript. It is the responsibility of the student to seek from the instructor a report on his/her standing in class prior to the final date for withdrawal from courses. It is the responsibility of the instructor to provide the student with some form of graded evaluation of his/her standing in a class prior to the final date for withdrawal from courses. A student may not withdraw from a course after the deadline (Friday of the week following mid-term) except by decision of the academic appeals committee. A student who abandons a course after the deadline will receive a grade of "XF."

FINAL EXAMINATIONS

The 15th week of classes in the fall and spring terms is reserved for final examinations. All courses include a final examination, with possible exceptions for performance, writing, independent study, or seminar courses where other means of evaluation are more appropriate.

The final examination **must** be offered in the time period scheduled in the examination matrix prepared by the Office of Student Records, unless the Dean of the Faculty has approved a change. An alternative period for unusual examination procedures, such as an oral examination, may be used provided the students involved do not thereby encounter conflicts with other scheduled examinations.

Tests or examinations may be offered through the 13th week (penultimate) of classes but must not be employed in lieu of a final examination.

Final papers, research reports and other similar assignments, except those in lieu of a final examination, should be due before examinations begin to help students avoid conflicts.

If a student has more than two final examinations scheduled in one day, s/he has the right to reschedule one examination to an open date within the final examination period. Arrangements will be made through the Dean of Students or program Dean in consultation with the faculty members involved.

Department chairs are responsible for overseeing the implementation of the final examination policy.

DETERMINING CREDIT HOURS AND LEVEL OF COURSES

Most courses that meet a minimum of 150 minutes a week for up to 13 weeks and include an additional exam period earn four semester units of credit. Non-laboratory courses that meet a fourth or a fifth hour a week earn a maximum of five credit units. Laboratory courses earn up to five or six credit units depending on the length of the laboratories (two or four hours). Studio and performance courses generally earn two to three credit units. Credit units for short-term courses of variable length are awarded based on the following calculations: each unit of credit requires a minimum of 8.125 contact hours per term.

As part of course requirements, Rollins faculty expect students to spend considerable time outside of class each week working on course-related activities. Students should expect to spend three hours out of class for every hour in class.

The credit hours and levels of courses are determined by departments and are reviewed and approved by the Academic Affairs Committee.

GRADING

Letter Grades

The grade report is based on the following principles:

Grade 'A' is reserved for work that is exceptional in quality, and shows keen insight, understanding, and initiative.

Grade 'B' is given for work that is consistently superior and shows interest, effort, or originality.

Grade 'C' is a respectable grade. A 'C' average (2.00) is required for graduation. It reflects consistent daily preparation and satisfactory completion of all work required.

Grade 'D-' is the lowest passing grade. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

Grade 'F' is failing.

Students' cumulative grade point averages are based on a four-point scale. Letter grades are assigned the following approximate numerical equivalents:

Grade A	4.00 quality pts	Grade C-	1.67 quality pts
Grade A-	3.67 quality pts	Grade D+	1.33 quality pts
Grade B+	3.33 quality pts	Grade D	1.00 quality pts
Grade B	3.00 quality pts	Grade D-	.67 quality pts
Grade B-	2.67 quality pts	Grade F	0 quality pts
Grade C+	2.33 quality pts	Grade WF	0 quality pts
Grade C	2.00 quality pts	Grade XF	0 quality pts

Incomplete

To receive a grade of "Incomplete," the student must present to the Office of Student Records an "I-Form" bearing the signatures of the student and instructor, indicating the reason for the incomplete and the agreed upon date for completion of the course work. This form must be submitted no later than the last day of final examinations. Course work must be completed and a grade submitted to the Office of Student Records by the end of the second week of the next full term (fall or spring term). Extensions of this deadline may be granted by the Dean of Students after consultation with the student and the instructor. Failure to complete the course in the designated time will result in the assignment of a grade of "F."

A mark of "I" may **not** be used by instructors to indicate that work is unfinished or that a grade has been withheld. If an "I-Form" has not been submitted, a grade must be issued based on the materials turned in by the student up to that point.

Credit/No Credit

Students who wish to take a course on a credit/no credit (CR/NC) basis rather than for a letter grade must complete the appropriate form, available at the Office of Student Records, no later than two weeks, ten (10) working days, after the beginning of the fall or spring terms.

If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected. Courses taken CR/NC may not be used to fulfill general education, major, minor, or concentration requirements. No more than one (1) course per term may be credit/no credit, and a maximum of four (4) such courses may count toward graduation.

Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. In a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course a second time. (See the College's policy on repeated courses.)

One-Time Late Credit/No-Credit Declaration

Students may also exercise a one-time option of Late Credit/No Credit. In this option, students are permitted to declare a class Late Credit/No Credit up until the last scheduled day of classes, before the official exam period begins, for the term in which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins.

If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below a 'C-' is earned, the course is abandoned, or

the course is withdrawn from after the penalty deadline, and a mark of 'NC' is granted. In any case, the grade point average is not affected.

Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirements. Courses with general education designations for which the CR/NC option is elected will not earn general education designations. Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. In a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course for a second time. (See the College's policy on repeated courses.)

Grade Appeals

A student who wishes to appeal a grade will first consult with the instructor to determine whether an error has been made or the instructor wishes to reconsider the grade. If this is the case, the instructor submits a grade change request to the Dean of the Faculty. If the student is dissatisfied with the results of that consultation and wishes to pursue the matter further, s/he will meet with the chair of the department, who in turn must inform the instructor of the substance of the student's appeal. The chair acts as a mediator to attempt to resolve any disagreements and consults with the instructor about the grading process. Only the course instructor has the authority to change the grade at this point. The Dean of Students, President of the Faculty, and chair of the faculty member's department (should the instructor be the chair of the department, a tenured member of the department or division will be selected by the department) must agree by two-thirds that it can be plausibly argued that these conditions are met in order for the appeal to proceed to the Academic Affairs Committee. Perceived or actual differences in grading policies or standards between instructors, which are not a violation of College policies, are not a basis for further appeal.

Further appeals beyond the chair of the department will be allowed only when the student can furnish evidence that the final grade was affected by the student's opinion or conduct in matters unrelated to academic standards, bias based upon matters unrelated to academic standards, or the failure of the instructor to follow his or her own stated policies or College policies.

If these conditions are met, the student may proceed with the appeal to the Academic Affairs Committee by submitting a letter describing the situation to the Dean of Students. This appeal must be made within one year of the conclusion of the course. The Dean of Students will request from the department chair a written account of the mediation process described above and its results, if any. The Dean of Students may request any other appropriate documentation. The Dean of Students prepares all documents related to the case for submission to the Academic Affairs Committee. These documents are made available to the student and instructor to review and respond. Their responses, if any, are included with the materials submitted to the Academic Affairs Committee. The Dean of the Faculty shall receive the recommendation of the Academic Affairs Committee, review all documents, and make additional inquiries if necessary before reaching a decision. After such review the decision of the Dean of the Faculty is final.

POSTHUMOUS DEGREE (BESTOWING A)

In the case of the event of a student dying before finishing coursework at the college, a posthumous degree may be awarded if the student had completed a substantial amount of the coursework required for the major and degree.

Procedure:

A posthumous degree can be requested by either the student's family or the department in which the student was a major. The request must first be approved by the major department and then forwarded to the appropriate Program Dean (either the Dean of the Arts & Sciences or the Dean of the College of Professional Studies). Upon approval of the Program Dean and Provost, the Board of Trustees will be asked for final approval.

If the request for the posthumous degree comes from the student's major, the Provost will first confer with the student's family to see if the request is acceptable before the approval process begins.

Upon approval of the Board of Trustees, the degree will either be mailed to the family or presented to them in a private ceremony. The student's name will be included in the Commencement list of graduates.

The degree will be posted on the student's permanent record as follows (example):

Degree Awarded Artium Baccalaureus 8-MAY-2011

Primary Degree

Major: English

Minor: Writing

[Posthumous Degree Policy passed by A&S Faculty (11/17/2011) - Effective Immediately - Posted 11/30/11]

STUDENT EVALUATION OF INSTRUCTION

Near the end of each term, the Office of the Dean of the Faculty solicits student responses to the Course and Instructor Evaluations (CIE) available online through FoxLink. Students receive reminders to complete the evaluations when logging into the network; the evaluations are available between 8am – 10pm the 10 to 14 days before finals. After the term has ended and grades have been assigned, instructors are encouraged to read the completed evaluations.

C. FACULTY POLICIES AND PROCEDURES

The following policies and procedures apply to all full-time and part-time instructors in all undergraduate and graduate credit bearing programs in Arts and Sciences.

PERSONAL RECORD

All full-time and part-time instructors shall make available to the Dean of the Faculty a complete record of their professional preparation and achievements, including official transcripts, research and original works, book reviews, critiques and articles published, music composed or arranged, paintings or drawings produced, and public performances of all types. Reprints of publications should be filed. This record will be brought up to date each year using the Annual Faculty Assessment and Reflections (AFAR) Document circulated by Office of the Dean of the Faculty.

ABSENCE FROM CAMPUS

Instructors shall notify the department chair and the Dean of the Faculty when they plan to be absent from the campus or when absence is unexpectedly necessary. This provision applies in case of illness or any absence involving more than one class. When possible, arrangements to cover classes should be made in advance.

COURSE GUIDELINES

New Course Approval

New courses proposed for fall or spring term should be described in detail on a "New Course Approval" form available in the Office of Student Records. After initial departmental approval, the Academic Affairs Committee reviews all new course proposals and makes recommendations to the department and the Dean of the Faculty. Courses to be approved for a given academic year must be submitted no later than February of the preceding academic year.

Syllabi

Instructors are expected to develop course outlines which explain course objectives, requirements, methods of evaluation and attendance and grading policies. **At the beginning of each term, instructors are required to submit copies of syllabi to their respective academic department** administrative assistants via e-mail attachment or computer disk. Hard copies (on white paper) will be accepted when electronic form is not possible. Syllabi will then be forwarded to the appropriate Dean (Dean of the Faculty, Dean of the Hamilton Holt School, and Dean of the Crummer Graduate School of Business). It will be the responsibility of each Dean to ensure that collection of syllabi occurs for their respective programs. These syllabi should be retained for three years. It will then remain the responsibility of each Dean to ensure that, after three years' retention, syllabi are transmitted to Archives either electronically or as hard copies according to the *Recommended Collection Guidelines for the Rollins College Archives* established December 13, 2000. Departments and programs must also keep files of the syllabi of their own courses for **three years**.

FACULTY EVALUATION PROCESS

The quality of the educational experience at Rollins College depends very heavily upon the quality of the faculty. It follows, therefore, that the institution must have an effective system for the evaluation of faculty for reappointment, promotion, and tenure. The system should serve the long-term needs of the institution while also promoting the professional development and improvement of individual faculty. The criteria and procedures of the *Bylaws* provide the structure and symmetry of an evaluation system. The effectiveness of the system, however, depends primarily on the seriousness of purpose and preparation which faculty bring to it. The guidelines and descriptions of responsibilities delineated below are intended to assist faculty in preparing effectively for evaluations.

Responsibilities of the Dean

1. The Office of the Dean of the Faculty is responsible for the timely notification of candidates either for their evaluation for reappointment or for their eligibility to be evaluated for tenure and/or promotion. Notification shall be given no later than April for evaluations in the following fall semester.
2. The Office of the Dean of the Faculty is responsible for maintaining the records and files which are appropriate for use in reviewing the performance of a faculty being evaluated for reappointment, tenure, and/or promotion. The Dean shall also insure the appropriate level of consistency and clarity in evaluations by requiring that candidates submit evidence of their work, personal assessment statements, *curriculum vitae*, and course syllabi in a standard form.
3. The Dean is responsible for conferring with candidates and working with department heads to assure that all participants are appropriately prepared before the formal meeting of an evaluation committee. It is particularly important to assure that candidates and department chairs communicate clearly about whether or not satisfactory progress is being made toward reappointment, tenure and/or promotion.

Responsibilities of Department Chairs

1. The department chair should, on a regular basis, examine the course syllabi, student evaluations, and other materials relevant to the evaluation of faculty who are eligible for reappointment, tenure, and promotion.
2. The department chair should consult with other faculty about the progress of candidate faculty. The chair should share the appropriate information (s)he acquires through these consultations with the candidate well in advance of any formal evaluation procedures.
3. Department chairs are responsible for conferring regularly with candidates for the purposes of discussing their professional development and progress toward reappointment, tenure, and promotion. In a system of peer evaluation all faculty bear

a responsibility for conferring with candidate faculty. Department chairs bear a special and formal responsibility.

4. Department chairs should observe candidate faculty teach. The chair will determine the appropriate nature and frequency of observation based upon the presumptive evidence of a candidate's effectiveness in teaching. Candidate faculty should be consulted well in advance of such class observations.
5. The department chair should work with candidate faculty in preparing professional assessment statements and other documents appropriate for use in an evaluation.
6. Department chairs are responsible for collecting the materials necessary for the evaluation of candidate faculty and making them available to the evaluation committee in a timely manner.

Responsibilities of Evaluation Committee Members

1. All members of the department evaluation committee should review the departmental criteria for reappointment, tenure, and promotion and the *Bylaws* of the College.
2. Members of the department evaluation committees should attempt to familiarize themselves with the professional record of candidate faculty as early as possible.
3. Evaluation committee members should examine carefully the record of the candidate faculty and the appropriate materials held in the Office of the Dean of the Faculty. These examinations should occur well in advance of the formal meeting of the evaluation committee.
4. If committee members develop any concerns about the candidate faculty's performance or progress toward reappointment, tenure, or promotion, they shall inform the candidate in a timely manner and discuss their concerns with the candidate.
5. Committee members may observe the classroom performance of a candidate faculty. The member(s) should always seek the permission of the candidate to observe classes.

Responsibilities of the Candidate Faculty

1. Read carefully those sections of the *Bylaws* pertaining to evaluation. Also, read the criteria of the department.
2. Consult with the department chair and other colleagues to insure their familiarity with your performance and your familiarity with their expectations and impressions of your performance.
3. Prepare a professional assessment statement as required by the *Bylaws*. Confer with the department chair and Dean about the format and contents of this statement.

4. Consult with the department chair and Dean to assure that the appropriate materials are prepared in the appropriate format for the evaluation committee.

PROGRAMS FOR IMPROVEMENT OF TEACHING AND ASSESSMENT AT ROLLINS COLLEGE

The following program is a recommendation based upon best practices for the comprehensive evaluation of teaching at Rollins.

There are two separate and distinct approaches to assess teaching:

1. **Summative assessment.** The purpose is to assess whether a faculty member has reached a certain bar. This is the predominant style used in assessing a candidate for tenure and promotion.
2. **Formative assessment.** The purpose is designed to help the teacher improve his/her teaching, rather than rating the teacher's performance. Records of formative assessment are not kept or used in tenure or promotion purposes.

While Assistant and Associate professors must have summative assessments for promotion and tenure, all faculty may request a formative assessment at any time for their professional development. The formative evaluation process would be confidential and used for the development and improvement of the faculty member's teaching.

Recommended Principles for Summative Evaluation of Teaching

Teaching should be judged for quality not quantity; that is, teachers should be assessed for the quality of their teaching rather than for what and where they teach. For example, teaching RCC courses, study abroad courses, or overloads could count as service, but does not indicate excellence in teaching. In line with the mission of the institution, teachers should be evaluated on content, pedagogy, student engagement, professionalism, and other factors relevant to learning outcomes.

Summative Evaluation of Teaching

1. **Peer Review** is an evaluative process by colleagues or peers designed to examine a wide range of teaching related activities. Components of Peer Review may include the evaluation of course materials, student evaluations, course portfolios, teaching portfolios, documented teaching philosophies, teacher self-assessments classroom observations, and other activities which may be appropriate to a discipline.
2. **Informed Use of Course and Instructor Evaluations**
Results from Course and Instructor Evaluations (CIE) should be used *only* as they were designed to be used. In order for evaluators to understand the appropriate and inappropriate uses of CIE results, they should review the CIE Tutorial accessible online at <http://web65.rollins.edu/~cie/index.html>. In line with appropriate use, evaluators should review both narrative and numeric results available in CIE reports. The level to which comments indicate a legitimate concern about a candidate can be

confirmed or contradicted by the numeric data. Likewise, numeric data often depends on narrative responses to provide clarification and aid in interpretation. If evaluators ignore either narrative or numeric results, they risk making faulty decisions about the candidate.

Ultimately it is up to candidates to make their case for tenure and promotion. Because CIE results are used in the evaluation process, we encourage candidates to take an active role in framing their results, and providing a context that aids interpretation. To effectively achieve this goal, it is critical that candidates educate themselves on how to interpret and present their CIE results; we encourage candidates to review the CIE Tutorial.

Formative Evaluation of Teaching

The purpose of formative evaluation is to help faculty improve teaching, and to facilitate a campus-wide dialogue about pedagogy. In order to be effective, formative evaluations should be optional and confidential. When confidentiality is assured, teachers are far more likely to disclose areas needing development, and evaluators may be frank without fear it will have negative consequences for the faculty member in tenure and promotion decisions.

A comprehensive formative evaluation could include:

1. We propose that members of the Rollins community be trained to visit classrooms and to assess teaching in a way that will best help the faculty being evaluated. Three peer reviewers will conduct formative evaluations in a program developed by the CAJ Institute for Effective Teaching to evaluate the candidate. In keeping with best practices, one of these peer reviewers may be a student who has completed the CAJ training.
2. In addition to peer review, there are a variety of other formative evaluation techniques. For example, the faculty member could choose to:
 - a. Visit peers' classes
 - b. Participate in internal and external faculty development seminars
 - c. Produce a teaching portfolio that would include reflection on student evaluations
 - d. Explore general best teaching practices
 - e. Explore discipline-specific best teaching practices
 - f. Investigate the relevant research literature on student learning
 - g.

LECTURER

The position of Lecturer is not a tenure track position and does not grant faculty status, nor are Lecturers eligible to vote in faculty meetings. Appointments as Lecturer are annual appointments and are granted by the Dean of the Faculty in consultation with the appropriate academic department and the Provost. Normally, the position of Lecturer is held for no more than three years.

GOVERNANCE

The faculty of Arts and Sciences delegates certain of its responsibilities to its standing committees. Faculty are expected to participate in the governance of the College and to attend faculty meetings.

PROFESSIONAL DEVELOPMENT

INSTITUTIONAL SUPPORT FOR FACULTY PROJECTS

Full-time faculty in the Arts and Sciences are eligible to apply for four types of grants for professional development: individual development grants, course development grants, faculty research grants, and scholarship of teaching grants. Funding limits, allowable expenditures, and eligibility requirements can be found on the application forms available on the College Web site. Recipients of grants will submit a report on their accomplishments to the Dean of the Faculty by the first day of the spring term following a summer grant or no later than four months after the fall or spring semester in which a grant is received. The call for summer proposals is issued the previous October.

Individual Development Grants

These awards to encourage faculty professional development are granted on a competitive basis. The award may be applied to travel, tuition, or other expenses involved in development activity. Although there is not necessarily an expectation of publication resulting from such professional development projects, it is expected that Rollins College will benefit, for example, by improvements in the faculty member's teaching. Examples of projects funded by such grants include participation in workshops or purchase of minor equipment. Proposals must be submitted to the Dean of the Faculty. Proposals may be submitted at any time; however, requests for support for summer projects should be submitted by the end of the first week of the spring term preceding the summer project. The Dean may seek the advice of the Professional Standards Committee in the evaluation of these proposals.

Course Development Grants

These grants are designed to encourage the development and preparation of new courses that are cross-disciplinary or exceptionally innovative. Proposals are to be submitted to the Dean of the Faculty, who may seek the advice of the Professional Standards Committee in the evaluation of these proposals. Proposals for a course to be developed in the summer must be submitted by the end of the first week of the spring term preceding the summer project.

Faculty Research Grants

Research grants are awarded on a competitive basis, and it is anticipated that the results of these projects will lead to a publication, performance, or exhibit, or the presentation of

a paper at a professional meeting. Proposals must be submitted to the Professional Standards Committee by the end of the first week of the spring term preceding the summer project.

The Jack B. Critchfield Research Fund and Cornell Funds support faculty research, while the Ashforth Fund supports faculty professional development and research in England, Wales, or Scotland.

Scholarship of Teaching Grants

Scholarship of Teaching at Rollins College addresses issues of teaching and learning through a cycle of reflection, experimentation, assessment, application, and communication. Faculty engaged in the Scholarship of Teaching focus on specific goals; use recognized and appropriate methods of experimentation, analysis and integration; and make their results available for peer review and collaboration. The Christian A. Johnson Institute for Effective Teaching supports Scholarship of Teaching by making information and examples available (see Web site below); by arranging consultations and discussions about faculty projects; by providing stipends for this extra dimension of faculty work; and by asking the faculty recipient to share his or her findings through presentations and publications.

Proposals will be submitted to the Johnson Institute by April 15 for beginning a project in the fall and by October 15 for beginning a project in the spring. The time frame of the project is self-determined. Half of the grant is received when the proposal is accepted and half when the final report is submitted. Members of the Professional Standards Committee will judge the proposals.

SPECIAL AWARDS

The Hugh and Jeannette McKean Grant was inaugurated in the 1982-1983 academic year, as a gift of Hugh McKean, the tenth President of Rollins College. This grant is a \$15,000 cash award to a faculty member for a research project that will contribute to the educational mission of the College. The Provost (or his/her designee) issues a call for proposals in the fall, with a submission deadline to the Office of the Provost, generally in early February. Only tenured or tenure-track faculty are eligible to apply. Past McKean Grant recipients are ineligible.

Recipients of the award are selected by an external jury of Rollins alumni who are prominent in academe. The following criteria are used to evaluate faculty proposals:

1. Potential contribution of proposed project to scholarship, teaching, or the creative arts. Importance, originality, and cogency of the proposal.
2. Apparent ability of the candidate to carry the project to completion. Where appropriate, candidate's expressed knowledge of previous work in the field.

3. Likelihood that the completed project would benefit the faculty member and the Rollins community.
4. Evidence that the McKean Grant would facilitate a project that otherwise might not be possible.

The Bornstein Award for Faculty Scholarship recognizes Rollins faculty whose outstanding scholarly achievement or creative accomplishment has helped bring national prominence to Rollins College. The Award also helps to encourage future scholarship among Rollins faculty.

Established by the Rollins College Board of Trustees in 2003, and named in honor of Rollins' thirteenth president, the Award honors Rita Bornstein's leadership and contribution to the academic vitality of the College. The awardee receives a \$10,000 cash stipend to be used at his/her discretion.

Only tenured and tenure-track Rollins faculty members who will not be on leave or on sabbatical during the following academic year are eligible for the Bornstein Award for Faculty Scholarship. Candidates are selected based on outstanding scholarly achievement or creative accomplishment that has helped bring national prominence to Rollins College. Special consideration may be given to a faculty member's cumulative scholarship. Past recipients of the Bornstein Award for Faculty Scholarship are ineligible for the same award in the future.

The Provost (or his/her designee) requests nominations from the Dean of the Faculty, Dean of the Crummer Graduate School of Business, Dean of the Hamilton Holt School, and Director of the Olin Library. After providing the opportunity to review the nominations, the Provost (or his/her designee) convenes a meeting of the Dean of the Faculty, Dean of the Crummer Graduate School of Business, Dean of the Hamilton Holt School, Director of the Olin Library, and up to four of the most recent past recipients of the Bornstein Award to discuss the nominations submitted and to select the Bornstein Faculty Scholar.

The Provost announces the Bornstein Faculty Scholar at Commencement.

The Cornell Distinguished Teaching Award recognizes Rollins faculty who have distinguished themselves and the College through outstanding teaching. The Award was established by the Board of Trustees of Rollins College in 2004 in honor of Rollins' beloved alumnus and longtime trustee George Cornell, whose generous bequest made the award possible. The awardee receives a \$10,000 cash stipend to be used at his/her discretion.

Only tenured and tenure-track Rollins faculty members are eligible for the Cornell Distinguished Teaching Award. Candidates are selected based on outstanding teaching, with special consideration given to a faculty member's cumulative record of teaching excellence. This may include demonstration of high competence in the teaching field and the ability to convey knowledge of this field to students; to organize and teach coherent, enlightening, and dynamic courses; to communicate effectively with students; to

stimulate student thought and challenge student assumptions; to use appropriate and innovative teaching methods and techniques; to establish high standards and demanding, yet realistic, expectations; to foster student learning and achievement; and to inspire students to become lifelong learners. Past recipients of the Cornell Distinguished Teaching Award are ineligible for the same award in the future.

The Provost (or his/her designee) requests nominations from the Dean of the Faculty, Dean of the Crummer Graduate School of Business, Dean of the Hamilton Holt School, and Director of the Olin Library.

After providing the opportunity to review the nominations, the Provost (or his/her designee) convenes a meeting of the Dean of the Faculty, Dean of the Crummer Graduate School of Business, Dean of the Hamilton Holt School, Director of the Olin Library, and up to four of the most recent past recipients of the Cornell Distinguished Teaching Award to discuss the nominations submitted and to select the Cornell Distinguished Teaching Award recipient. The Provost announces the Cornell Distinguished Teaching Award recipient at Commencement.

The Cornell Distinguished Service Award recognizes Rollins faculty who have distinguished themselves and the College through outstanding service. The Award was established by the Board of Trustees of Rollins College in 2004 in honor of Rollins' beloved alumnus and longtime trustee George Cornell. The awardee receives a \$10,000 cash stipend to be used at his/her discretion.

Only tenured and tenure-track Rollins faculty members are eligible for the Cornell Distinguished Service Award. Candidates are selected based on outstanding service, with special consideration given to a faculty member's cumulative record of service. This may include effective participation in the intellectual life of the College; availability and receptivity to students' academic and advising needs beyond the classroom; support of student activities and events; extent and quality of service in College governance; chairing committees and performing special services for the College; contribution to professional, collegial, and effective dialogue within and across College programs; holding official positions in professional associations or chairing meetings; the impact of leadership in civic organizations; and personal and student service in local and global communities. Past recipients of the Cornell Distinguished Service Award are ineligible for the same award in the future.

The Provost (or his/her designee) requests nominations from the Dean of the Faculty, Dean of Students, Dean of the Crummer Graduate School of Business, Dean of the Hamilton Holt School, and Director of the Olin Library. After providing the opportunity to review the nominations, the Provost (or his/her designee) convenes a meeting of the Dean of the Faculty, Dean of Students, Dean of the Crummer Graduate School of Business, Dean of the Hamilton Holt School, and Director of the Olin Library, and up to four of the most recent past recipients of the Cornell Distinguished Service Award to discuss the nominations submitted to select the Cornell Distinguished Service Award

recipient. The Provost announces the Cornell Distinguished Service Award recipient at Commencement.

The Cornell Distinguished Faculty Award

Description: Each year the Arts and Sciences bestows up to three Cornell Distinguished Faculty awards to recognize exceptional professional accomplishments in at least two of the faculty's three primary emphases of teaching, research, and service. Because teaching is the first priority at Rollins, it is expected that all awardees will have established a record of excellence in instruction. With the exception of holders of endowed chairs, all tenured and tenure-track faculty in Arts & Sciences are eligible for consideration.

Recipients hold the title of Cornell Distinguished Faculty for three academic years. In each year of the award, the Cornell Distinguished Faculty member receives \$5000, which can be added to salary as a stipend, established as a research account, or exchanged in \$2500 increments for course release (no more than one course per semester). Cornell Distinguished Faculty may also roll over funds from year to year, perhaps to supplement travel, a special project, or a sabbatical leave. At the end of the three years, \$2500 is added to the base salary of each Cornell Distinguished Faculty member. One can receive a Cornell Distinguished Faculty award no more than twice, only once during a ten-year period, and no more than once in any rank (at the time of the appointment of the award).

At the end of each academic year, awardees submit reports to their appropriate dean or director in which they summarize their activities in teaching, scholarship, and service. In the third year in which they hold the Cornell Distinguished Faculty award, recipients give public presentations in which they report on a recent, distinctive accomplishment.

Selection Process: The selection committee for these awards—proposed by the Dean of the Faculty for approval or amendment by the Professional Standards Committee—is made up of five faculty members and an alternate. The alternate member participates in the committee's deliberations when one of the regular members is not available to serve. The committee includes holders of endowed chairs, current Cornell Distinguished Faculty, or former Cornell Distinguished Faculty who are not eligible for the award. Each member serves for two years, with half the committee rotating off each year. To the degree possible, the membership of the selection committee reflects the diversity of the faculty.

By September 1 each fall, the selection committee distributes a call for nominations for the Cornell Distinguished Faculty awards. All individuals with faculty rank in the Arts & Sciences are eligible to submit nominations of their colleagues. A nomination consists of a letter setting forth the achievements of an individual who is worthy of recognition. By October 1, all nominees are notified and invited to submit to the selection committee by November 1 a vita and statements in which they summarize their achievements in the areas of teaching, scholarship, and service. They may also submit supporting documents such as recent AFARs; course evaluations and other evidence of excellent teaching; syllabi and other instructional material; copies of publications, presentations, or

performances; and accounts of service to the campus and the community. Nominees may also request up to two letters of support from professional colleagues at Rollins or outside the College, particularly in the areas of scholarship, creative accomplishments, or service outside the campus community. The selection committee makes its recommendations on the basis of the nominations, the nominees' responses, and materials available in the office of the appropriate dean or director; the committee may also consult with the appropriate dean or director.

The selection committee forwards its recommendations to the Dean of the Faculty for presentation to the President in time for an announcement at the final faculty meeting of fall term or the first meeting of spring term.

Arthur Vining Davis Fellowships (three) are awarded to faculty each year at Commencement. Selection is determined according to the following process: Students and faculty are asked to nominate one or more faculty members who have made significant contributions by virtue of "outstanding teaching, scholarly work and publications, completion of significant research projects, accomplishments in the fine arts, important contributions to the educational goals of the College or outstanding contributions to the cultural, economic, and social community of Central Florida." Self-nomination is discouraged. Valid nominations must be accompanied by a narrative explaining the reasons for the nomination of the faculty member.

The final selection committee is convened by the Provost (or his/her designee) and includes the outgoing President of the Student Government Association, the three current Fellows, and the three most recent Fellows before that. At least four faculty Fellows must be on the selection committee. Faculty receiving the award within the past five years are ineligible. The Fellowship carries a stipend of \$3,000.

SPONSORED RESEARCH

Guidelines for sponsored research have been prepared to assist faculty and staff members in applying for and managing externally-funded research and other sponsored projects (see "Procedures for Monitoring Grant Proposals and Managing Grant-Funded Accounts for Rollins College" in the All Faculty Policies & Procedures section of this Handbook). Faculty and staff members should be aware that funds accepted by the College become the responsibility of the College. The College is accountable for and liable for any errors or omissions. Therefore, the policies and procedures described in the College Handbook are applicable to all requests for grants and subsequent grant funds administered by the College.

TEACHING LOAD/EMPLOYMENT

Standard appointment to a position in the faculty is considered full-time employment, and all faculty members are expected to give full attention to their faculty responsibilities. Overload teaching that serves the College, and/or outside work/employment that contributes to professional life and development may be permitted unless it detracts from the normal faculty duties. It is expected that overload teaching be limited to one course

per term and that outside work/employment be restricted to the equivalent of one day per week. Faculty should not regularly engage in both overload teaching and outside work/employment. Any overload teaching at Rollins or elsewhere, or any other outside work/employment must be approved by the appropriate Dean.

Faculty Teaching Load

The faculty teaching load is calculated using the procedure below. All teaching in any Rollins program, including Arts and Sciences, graduate programs, Holt, and Crummer, (with the exception of independent studies, which will be compensated on an individual basis), is included in this load accounting system. Departments are permitted to establish alternative accounting policies, which must be approved by the Professional Standards Committee.

1. List all courses in descending order of enrollment.
2. Determine the SH and WSH value of each course. The semester hour (SH) value of a course is the semester hour value as published in the schedule at the time the course is taught. The weighted semester hour (WSH) value is the SH value multiplied by the number of students enrolled at the end of the drop-add period, divided by 25. The maximum number of students in a single class, for purposes of calculating the WSH, is 50 and any enrollment above 50 will be counted as 50 in this calculation.
3. Assign the larger of the SH and WSH values to each course.
4. Sum the teaching load values (as determined in step 3) of each course using the course sequence determined in step 1. If the sum exceeds the contract load, the overload value is determined by the procedure below.

Overload Determination

The overload value of all courses above the contract load is counted as in 3 (above) if the enrollments are at least five (5). If the enrollment in a course is less than five (5), the overload value is determined by multiplying the number of students by one-fifth of the SH value. The sum of the overload values of all courses above the contract load is the overload value.

Field studies tied to specific semester-long courses required by a major should be permitted to be taught on-load. The associated load for these courses would then be applied:

- Field courses taught in the winter intercession will have the load applied in that academic year.
- Field courses taught May-Aug. will have the load applied in the following academic year.

Faculty Compensation for Field Study Courses and Short-Term Abroad

Field Study Courses – Faculty as Program Administrator & Course Instructor	8-12 students	13-24 students (requires 2 faculty members)
1 credit	\$2500	\$5000 (\$2500 ea.)
2 credits	\$3000	\$6000 (\$3000 ea.)
4 credits <i>and</i> 4-credit Maymester course with embedded field study	\$4000	\$8000 (\$4000 ea.)
No-Credit International Field Study – Faculty as Program Administrator	8-12 students	13-24 students (requires 2 faculty members)
5 to 21 days: Flat starting rate of \$1500 for five days, plus \$100 per day for additional days	\$1500 plus \$100 per day over 5 day minimum	\$3000 plus \$100 per day (\$1500 ea.)
Short-Term Study Abroad – Faculty as Program Administrator		8-30 Students
4 credits		\$3000
8 credits		\$4500

Interim Policy on Independent Study Reimbursement:

In undergraduate programs, individual faculty members will be reimbursed at a rate of \$250 per independent study above and beyond four (4) independent studies per year. Individual faculty members shall not supervise more than eight (8) independent studies per year unless exceptional circumstances prevail and the exceptions are approved by the appropriate departmental chair and Dean of the Faculty. Independent studies do not affect load or overload. (*Professional Standards Committee/April 26, 1994.*)

Overload Compensation

Overload courses contracted in the graduate programs, Holt, and Crummer (i.e. those not designated as part of the regular 3:3 load) are counted as separate for overload compensation. Otherwise, the overload for compensation is determined by rounding the overload value down to the nearest semester hour. A maximum of 6 semester hours of overload per term (including courses in the graduate programs of Holt and Crummer) will be compensated. A faculty member has the choice of receiving financial compensation for the overload during the term when it is taught, or "banking" the overload and taking released time equivalent to the overload at some later date. A faculty member may withdraw up to 6 semester hours of banked released time per term.

The records of the "bank" are maintained by the Office of the Dean of the Faculty. Full-time instructors (including Rollins Lecturers and Rollins Post-Doctoral Lecturers) are permitted to teach in other Rollins undergraduate and graduate programs. Such participation, when requested by the Dean or Director of one of these programs, is to be limited to one course per term, unless the faculty member's appointment provides otherwise. It is the responsibility of the department chair to submit course schedules for each term; therefore, consideration of teaching load for a faculty member should be discussed initially at this level. Appointment, tenure, or promotion is never contingent upon a willingness to teach more than a normal teaching load. The Dean of the Faculty has the right to approve or disapprove any overload teaching under his or her curricular jurisdiction.

With the approval of the Dean of the Faculty, the normal 24 semester hour teaching load may be reduced, provided the department concerned is properly staffed. Such consideration will be given to a faculty member for:

1. special activities such as theatrical, musical, or athletic presentations
2. approved research or administrative work important to the academic welfare of the College; and serving as an officer of the faculty

Adjunct and Overload Pay

Adjunct faculty may be appointed to teach a maximum of two courses per term. This two-course limit applies whether courses are offered in Arts & Sciences, Crummer, Holt, or any combination of those programs. Adjunct faculty will normally be limited to a maximum of five courses per academic year (September 1 through August 31). Exceptions to this policy may be recommended by the appropriate dean(s) and must be approved by the Provost. In no case will the number of courses in the aggregate be considered to constitute full-time rather than adjunct employment or to count toward eligibility for tenure.

The adjunct and overload pay rates, per standard course, as of January 4, 2012, are given below. Note that a standard course in Arts and Sciences and Holt is 4 semester hours. Courses with a different semester hour value, such as lab courses, are paid on a pro rata basis.

<u>Adjunct</u>		
Experience at Rollins:	0-6	7 or more
	<u>Terms</u>	<u>Terms</u>
BA/BS	\$2,000	\$2,300
MA/MS	\$2,250	\$2,500
A.B.D./MFA/MBA	\$2,500	\$2,750
Ph.D/Ed.D/DFA	\$2,750	\$3,000
 <u>Overload</u> (for full-time and emeriti faculty)		
Instructor/Lecturer	\$2,750	

Assistant Professor	\$3,000
Associate professor	\$3,250
Professor	\$3,500

In exceptional circumstances the Dean of a particular academic program may take into account market conditions or other considerations (*e.g.*, outstanding teaching performance over a period of time, national reputation in the field) and award a discretionary amount of up to \$400 per course.

STRATEGIC FACULTY COMPENSATION IMPLEMENTATION PROTOCOL

Preamble: To implement the Strategic Faculty Compensation System, the Arts and Sciences Faculty will create two entities as oversight mechanisms: **The Faculty Salary Council (FSC)** and the **Merit Pay Appeals Subcommittee**. The charge of the FSC is to work in a spirit of collegiality with the Dean of the Faculty to ensure the mission and goals of the College are clearly reflected in the criteria used to assess merit across areas of professional responsibility as outlined in the Faculty Handbook. The FSC and the Dean of the Faculty share responsibility through the process of oversight and review holding each other to the highest standards of fairness, transparency, and accountability. The FSC is a subcommittee of the College of Arts and Sciences whose authority shall be limited to those specified herein. The Merit Appeals Subcommittee further guarantees standards of fairness, transparency, and accountability by providing faculty members a process to appeal their merit evaluations on grounds of substance or procedure. The Strategic Faculty Compensations System will begin as a pilot with on-going evaluation by the FSC and reports to Professional Standards Committee.

Strategic Faculty Compensation Process:

Each fall, the Dean of Faculty will convene a meeting of the FSC to share information regarding the likely size of the total salary raise pool and to seek advice regarding criteria, data sources, and rules of evidence. The FSC will recommend to the Dean that the merit process not be initiated if the merit salary pool does not meet or exceed the minimal amount determined by the A&S Faculty Executive Committee. In addition, the Executive Committee and FSC will guarantee the merit pay system exists in addition to (not as a substitute for) the current system of promotion salary adjustments, annual across the board percentage increases to base pay, and equity adjustments. Merit pay will be an increase in the base pay for a faculty member and not treated as a one-time bonus. The FSC will reach agreement with the Dean on the division of the merit salary pool into “Exceeds,” “Meets,” and “Falls Below” amounts. The Dean will not begin the process of evaluating faculty until after the FSC meeting.

Preceding the process, department chairs may submit generic letters to the FSC and Dean to provide contextual information about the department not available in the FSAR. The individual assessment of faculty professional performance for merit purposes then begins with the faculty members assessing his/her own performance. The Faculty Self-Assessment Report (FSAR) provides the opportunity for a faculty member to

demonstrate how his/her practices and activities meet or exceed professional expectations. The Faculty Handbook, Section V, Article VIII B, states the “Criteria for Faculty Evaluation.” While this criterion was established for Tenure and Promotion decisions, the definitions of expectations of Rollins’ faculty in the categories of Teaching, Scholarship, and Service apply to any merit pay evaluations. Therefore, the available points for assessment will be: 1-3 teaching, 1-3 for service, and 1-3 for scholarship.

The Dean of the Faculty will review each faculty FSAR and rate the faculty member within the categories of *Meets Expectations*, *Exceeds Expectations*, or *Below Expectations* based upon the points for assessment. *Exceeds Expectations* will be awarded for 8-9 total points, *Meets Expectations* for 6-7 total points and *Below Expectations* for 3-5 points. The FSC will review each faculty member; evaluation will be based on the FSAR and professional judgment considerations identified by the department chair. The FSC will reach agreement with the Dean on all faculty evaluated. The FSC will assist the Dean, as necessary, to clarify or validate a specific faculty member’s contributions. Each faculty member will be notified in writing by the Dean with an explanation of the numerical rating. Each faculty member can request a re-evaluation from FSC and the Dean. If still dissatisfied, a faculty member can appeal to the Merit Pay Appeals Subcommittee. In addition, the FSC will assist the Dean in making any necessary modifications to the FSAR to improve its utility and to the overall system to better link evaluation to a system of recognition and rewards that most appropriately expresses the value that the College places on its faculty.

FSC Membership: Membership of the FSC shall consist of the four elected Division Heads from the College of Arts & Sciences and one tenured faculty member elected by the Executive Committee. If a Division Head is not tenured, then the affected Division will elect a tenured faculty member to serve on the FSC. The Chair of the FSC will be elected by the committee from the elected members of the Council. The Dean of the Faculty serves as an *ex-officio* member.

FSC Implementation Responsibilities: The FSC will confer with the Dean of the Faculty to clarify the use of evaluation criteria, data sources, and rules of evidence to implement the Strategic Faculty Compensation System. In addition, the FSC will:

3. review and reach agreement with the dean on all faculty selected for Exceeds Expectations or Below Expectations categories;
4. assist the Dean in the preparation of the annual report on the characteristics of the Exceeds Expectations faculty member contributions;
5. undertake an annual review and recommend changes in all areas related to the salary decision-making process including possible revisions to the FSAR, the procedures for evaluation/review, and the appeals process and make the procedural recommendations to the Dean for inclusion in subsequent years and
6. work in collaboration with the Dean of the Faculty to continue ongoing discussions and consensus building regarding the values underlying what we consider a productive and contribution faculty member at Rollins College.

7. Review the aggregate outcomes of the merit evaluation process before the final salary decisions are made;
8. Serve as a source of counsel in compensation awards;
9. Advise the Dean of the Faculty in cases where a faculty member believes that the assessment of their contributions is not fair and/or equitable.

Strategic Faculty Compensation Appeals Process

Membership of Merit Pay Appeals Subcommittee: The faculty salary appeals will be evaluated by a sub-committee of the Professional Standards Committee (PSC). Membership shall consist of four full professors from the A&S faculty. If the PSC does not have a sufficient number of full professors, the faculty will elect subcommittee members from candidates nominated by the Executive Committee. This sub-committee cannot include any members of the FSC. The Merit Pay Appeals Sub-committee should have a gender balance and should represent all four divisions of A&S. The sub-committee members will serve a two-year term.

Appeal Procedures: Faculty members will have 14 days after the start of the semester following receipt of his/her salary letter to submit a written request for a re-evaluation. The faculty member submitting an appeal can select three of the Merit Pay Appeals Subcommittee members to hear his/her case. One of the three will represent the division of the appealing faculty member. The faculty member deserves an expeditious handling of his/her case. The appeals sub-committee must respond to the faculty member within 14 days after receipt of the re-evaluation request. Any adjustments to the faculty member's salary as a result of the appeal process will be made at the same time as other merit adjustments. If warranted, retroactive salary will be provided.

TENURE - STATEMENT OF POLICY ON GRANTING OF

Tenure is a prerogative of the Board of Trustees. Tenure is the right to regular annual reappointment subject to the conditions of employment and assignments in effect each year. Tenure may be granted to faculty within the guidelines and time limits stated in the appropriate publications of the American Association of University Professors, and according to the College *Bylaws*.

TRAVEL POLICY

Arts and Sciences faculty members are eligible for institutional support to further their professional development by attending professional meetings according to the following criteria. The standard allowance is living expenses for up to three days, plus the registration fee, subject to the following:

1. Intent to travel forms must be submitted to the Dean at stipulated semester deadlines.
2. Faculty who attend only one meeting during the year without participating will receive 80-percent of travel and living expenses.

3. Faculty who participate in at least one meeting during the year will receive 100- percent of travel and living expenses for one meeting, and 80-percent of travel and living expenses for the other meeting.
4. 21-day advance purchase for airline travel is required.

The cap per person for the year is \$1,200. In the case of an international trip, the cap per person is \$1,500. Faculty members may petition the Dean of the Faculty, in writing, for exceptions.

“Participation” in the above guidelines is defined as: presenting a paper or performance, responding to a paper or speaker, serving on a panel, serving as an officer of the professional association (including program or membership chairperson), and presenting a formal report. Evidence of participation shall be the submission of a copy of the relevant section of printed program to the appropriate administrator.

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Rev. 10-4-11

Rev. 11-30-11

Rev. 1-19-12